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AUTHOR Allen, Deborah

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ABSTRACT

The Chapter 1 Remedial Reading and Mathematics Program was implemented in New York City by the Division of Special Education's District 75/Citywide Programs to provide remedial instructional services to students with severe handicaps at 23 public and 3 non-public school sites serving approximately 1,220 students; among these students, 77 also received mathematics instruction. Overall, the program fell slightly below its achievement goal that 75 percent of students gain in reading skills as measured on the Stanford Diagnostic Test. Of the 769 students who attended at least 20 sessions, only 72.0 percent (554) showed a gain in reading skills. Of the 5 students who attended at least 20 mathematics sessions, 11.1 percent learned new mathematics skills at the rate of 5 per 20 sessions, and 40.0 percent learned new skills at a rate of 2 or more per 20 sessions, but both figures are below program goals. Office of Research, Evaluation, and Assessment (OREA) evaluators found that the Chapter 1 program was implemented by an experienced staff and provided staff development on a variety of relevant topics. In general, equipment and supplies were satisfactory, but staff thought that more computers would improve implementation. The Parents as Partners in Reading component provided parent outreach, along with parent workshops. OREA recommendations for program continuation are provided. Seven tables and two appendixes provide evaluation data. (Author/SLD)

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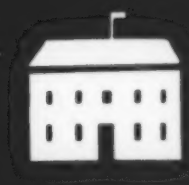

OREA Report

DISTRICT 75/CITYWIDE PROGRAMS
CHAPTER 1
REMEDIAL READING AND MATHEMATICS PROGRAM
OREA EVALUATION
1991-92

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DISTRICT 75/CITYWIDE PROGRAMS
CHAPTER 1
REMEDIAL READING AND MATHEMATICS PROGRAM
OREA EVALUATION
1991-92

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7/7/92

District 75/Citywide Programs
Chapter 1
Remedial Reading and Mathematics Program
1991-92

EVALUATION SUMMARY

The Chapter 1 Remedial Reading and Mathematics Program was implemented by the Division of Special Education's District 75/Citywide Programs. It provided remedial instructional services to students with severe handicap at 23 public and three non-public school sites serving approximately 1220 students; among these students, 77 also received mathematics instruction.

- The program was implemented as planned.
- Overall, the program fell slightly below its achievement goal that 75% of the students gain in reading skills as measured on the Stanford Diagnostic Test. Of the 769 students who attended at least 20 sessions, only 72.0 percent (554) showed a gain in reading skills.
- Overall, the program fell short of both its math objectives. Of the students who attended at least 20 math sessions (N=5), 11.1 percent learned new mathematics skills at the rate of five per 20 sessions, and 40.0 percent learned new skills at a rate of two or more per 20 sessions attended. Both of these figures are below the program goals that 30 percent of the students achieve mathematics skills at the rate of five per 20 sessions, and 80 percent achieve these skills at the rate of two or more per session.

OREA evaluators found that the Chapter 1 program was implemented by a thoroughly experienced staff, and provided staff development covering a variety of relevant topics, although classroom teachers and site supervisors indicated that they would like more staff development. Collaboration between classroom and Chapter 1 teachers was satisfactory. In general, equipment and supplies were satisfactory; however, both Chapter 1 and school staff thought that more computers would improve implementation. Chapter 1 parent outreach was conducted through the program's Parents As Partners In Reading (PAPIR) component, centrally located Parent Resource Center and on- going parent workshops within the respective program sites. Finally, the instruction provided

was consistent with the program design. In general, staff feedback on the program was very positive; few suggestions were made for improving program implementation. These suggestions are presented below, along with OREA's recommendations:

- Increase efforts and review procedures in reading with level 1 students;
- Select alternative assessment measures more appropriate to the population served by the program;
- Provide staff development for site administrators and more computer training and computers for all personnel; and,
- Inform classroom teachers for Chapter 1 parent involvement activities, provide them more feedback about their students' progress and more opportunities to get involved in the program.

ACKNOWLEDGEMENTS

This report was prepared by the Division of Strategic Planning/Research and Development, Office of Research, Evaluation, and Assessment (OREA), under the direction of Dr. Henry Solomon. Dr. Deborah Allen served as project coordinator and wrote the report in consultation with Dr. William Askins. Dr. Allen also supervised the quantitative analysis. Site visits were conducted by Dr. Deborah Allen, Jennifer Parker, Dr. Renee Schmerler, Mildred Berkey, Sandra Parris, Talia Meller, Hazel Reid, and Abe Strum. Carol Meyer, senior editor, provided ongoing editorial support.

Additional copies of this report are available by writing to:

Dr. Henry Solomon
Student Progress Evaluation Unit
Office of Research, Evaluation, and Assessment
110 Livingston Street - Room 734
Brooklyn, New York 11201
(718)-935-3782

TABLE OF CONTENTS

	PAGE
I. Introduction.....	1
II. Implementation and Findings.....	3
III. Conclusion and Recommendations.....	16

LIST OF TABLES

PAGE

Table 1: Program Sites and Student Populations..... 4

Table 2: Students Demonstrating Gain in Reading Achievement, by Test Level..... 6

Table 3: Students Demonstrating Gain in Mathematics Achievement, by Number of Objectives Mastered 7

Table 4: Students Demonstrating Gain in Mathematics Achievement, by Number of Objectives Mastered, by Site..... 8

Table 5: Summary of Classroom Teacher Survey..... 10

Table 6: Summary of Chapter 1 Teacher Survey..... 12

Table 7: Summary of Staff Development Survey Responses..... 15

Appendix A: OREA Consultants' Comments from Observations of Reading Classes..... 17

Appendix B: Site Supervisors' Comments and Recommendations..... 18

I. INTRODUCTION

PROGRAM PURPOSE AND GOALS

The Chapter 1 remedial reading and mathematics program for District 75/ Citywide programs was designed to meet the educational needs of special education SIE VII and SIE VIII students in those academic areas. The program's focus was to maintain and/or improve the educational achievements of the participating students.

According to the program proposal, program goals were that:

- 75% of the students receiving remedial reading instruction would gain in reading skills as measured by the Stanford Diagnostic Reading Test;
- 80% of the students receiving remedial mathematics instruction would master mathematics skills at the rate of two or more skills per 20 sessions attended, and 30% would master five or more skills per 20 sessions attended as measured by administration of the Individualized Criterion Referenced Test (I.C.R.T.);
- all of the students' classroom teachers would be provided with training that would equip them to prepare the students to move to less restrictive environments in special or general education sites; and
- workshops would be scheduled regularly for the parents of the participating students through the PAPIR (Parents As Partners In Reading) program.

INSTRUCTIONAL ACTIVITIES

Reading instruction.

Reading instruction was to be provided using a holistic approach; that is, listening, speaking, reading, and writing were to be taught as integrated processes. Word processing computer programs were to be provided to the students, to allow

them to "publish" their work for their respective schools and for Inside Citywide, a publication authored by special education students in District 75 schools.

Mathematics Instruction

Mathematics instruction was to focus on teaching requisite skills which had been assessed by the I.C.R.T.

EVALUATION ACTIVITIES

The Office of Research, Evaluation, and Assessment (OREA) collected data on program implementation and the nature and extent to which staff development was provided for classroom teachers. Field consultants observed reading and mathematics instruction in 11 classrooms and conducted interviews with site supervisors. OREA also collected student attendance and achievement data recorded by participating classroom teachers. OREA also developed surveys which were collected from 38 classroom teachers, 15 Chapter 1 teachers, and 66 teachers and other school personnel in attendance at three selected staff development sessions.

II. IMPLEMENTATION AND FINDINGS

SERVICES PROVIDED

During the 1991-92 school year, the Chapter 1 remedial reading and mathematics program for the District 75/Citywide programs provided remedial instructional services to students with severe handicaps in 23 public and three non-public school sites serving approximately 1,220 students; among these students, 77 also received mathematics instruction. The program almost doubled in size from the previous school year, eight new sites and Chapter I teachers were appointed to serve SIE VII and SIE VII students. However, only students who attended 20 or more days and had pre- and post-test scores are included in the analysis. Table 1 shows the students who met both those criteria.

The Chapter 1 program placed a Chapter 1 teacher at each school, except for one teacher who provided services to two of the non-public schools in the program. The Chapter 1 reading and math teachers worked with four to six classroom teachers, using a whole class model where teachers worked with all students in a class at once. In the non-public schools, the Chapter 1 teachers served 40-50 students, with small groups of students pulled out of their classrooms for Chapter 1 instruction. The Chapter 1 teachers in the non-public schools met with the groups of students for a minimum of three periods per week. At all schools, Chapter 1 provided materials and equipment in support of program activities.

Table 1: Program Sites and Student Populations

Sites	Number of Students[a]
P 94M @ 61M2	29
P 94M @ 188M	34
P 162M @ 113M	37
P169M (R/M)B	26
P 186X	40
J 186X	31
P 188X	27
P 4K	39
P36K	40
P 140K @ 156K	48
P 231K @ 180K	46
P 231K @ Adelphi	35
P 370K	37
J 369K	23
P4Q	33
P 9Q (R/M)	25
P23Q 2 LIFELINE	19
P 75Q	23
P 37R @ 40R	33
BIRCH SCHOOL	12
LORGE SCHOOL	45
SUMMIT SCHOOL	35
TOTAL	769

Source: OREA-developed student Data Retrieval Forms

[a]Only students with complete data including test level and pre-and posttest scores who attended at least 20 sessions are listed here.

[b](R/M) indicates sites where reading and math instruction took place.

STUDENT OUTCOME DATA

The program accomplished its achievement goal in reading for only one-fifth of the students in the program. Of the 769 students who attended at least 20 sessions and had complete data, only 171 (22.2 percent) met the program goal for reading achievement, as measured by the Stanford Diagnostic Reading Test (see Table 2). For the majority of the students, 550, only 69.6 percent showed a gain in reading.

In mathematics, 11 percent of the 45 students learned new mathematics skills at the rate of five per 20 sessions, and 40 percent learned new skills at a rate of two or more per 20 sessions attended (see Tables 3 and 4). Both these figures are below the program goals that 30 percent achieve mathematics skills at five per 20 sessions, and that 80 percent achieve these skills at the rate of two or more per 20 sessions.

In addition, the District Programs Evaluation Unit of OREA conducted an evaluation of the District 75 Chapter 1 student progress as measured by improvement in the D.R.P. tests given throughout the city in spring 1991 (pretest) and spring 1992 (posttest). Altogether, 769 District 75 Chapter 1 students took both tests. In all grade levels, students showed declines in D.R.P. scores. It should be noted that the decline in scores was not different than the general decline in D.R.P. reading scores seen across schools in New York City in 1991-92.

Table 2: Students Demonstrating Gains in Reading Achievement,[a] by Test Level (N = 769)

Test Level	Total Number of Students[b]	Number Showing Gain	Percent Showing Gain
1	550	383	69.6
2	184	143	77.7
3	25	19	76.0
4	10	9	90.0

Source: OREA-developed student Data Retrieval Forms

[a]Reading Achievement was measured by the Stanford Diagnostic Reading Test, which has the following grade equivalents for each test level: 1 = grades 1-3; level 2 = grades 3-5; level 3 = grades 5-9; and level 4 = grades 9-12.

[b]Only students with complete data including test level and pre- and post-test scores (769) who attended at least 20 sessions were included in this analysis.

- *Almost 70 percent of the students (grades equivalents 1-3) showed improvement in reading skills, falling short of the goal that 75 percent would do so.*

- Twenty two percent of the upper level students (grade equivalents 3-12) exceeded the program goal for reading.

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Table 4: Students Demonstrating Gain in Mathematics Achievement,[a] by Number of Objectives Mastered, by Site.
(N = 45)[b]

Number of Objectives Mastered Per 20 Sessions Attended	Number of Students	Site 1 Number of Students (Percent)	Site 2 Number of Students (Percent)
5 or more	5	4 (16.0)	1 (5.0)
2-4	18	10 (40.0)	8 (40.0)
less than 2	22	11 (44.0)	11 (56.0)
Total	45	25	20

Source: OREA-developed student Data Retrieval Forms

[a]Eighty percent of students will master mathematics skills at the rate of two or more skills per 20 sessions attended and 30 percent will master five or more skills per 20 sessions attended as measured by administration of the I.C.R.T.

[b]Only students who attended 20 or more sessions were are included in this analysis.

- *Fifty-six percent of the students at site 1 and 45 percent of the students at site 2 met the objective of 2 or more skills mastered per 20 sessions.*

Table 3: Students Demonstrating Gain in Mathematics Achievement,[a] by Number of Objectives Mastered.
(N = 45)[b]

Number of Objectives Mastered Per 20 Sessions Attended	Number of Students	Percent	Cumulative Percent
5 or more	5	11.1	11.1
2-4	18	40.0	51.1
less than 2	22	48.9	100.0
Total	45		

Source: OREA-developed student Data Retrieval Forms

[a]Eighty percent of students will master mathematics skills at the rate of two or more skills per 20 sessions attended and 30 percent will master five or more skills per 20 sessions attended as measured by administration of the I.C.R.T.

[b]Only students who attended 20 or more sessions were included in this analysis.

- *Fifty percent of the students receiving mathematics instruction achieved at a rate of two or more skills per 20 sessions attended.*
- *Eleven percent of the students receiving mathematics instruction achieved at a rate of five or more skills per 20 session attended.*

CLASSROOM ACTIVITIES

Field observers' comments about instruction conducted by the Chapter 1 teachers are presented in Appendix A and summarized below.

- All instruction occurred in small groups
- Most teachers engaged students in oral reading activities
- All the teachers used a variety of reading materials, including basal readers, trade books, newspapers, audio-visual equipment, and teacher-developed materials
- Positive student-teacher rapport was observed in all settings
- Classroom teachers assisted Chapter 1 teachers in classroom management, and providing instruction and feedback to students
- Most teachers provided students with pre-reading activities, including motivation, vocabulary development, and/or discussion prior to instruction

CLASSROOM TEACHERS: SURVEYS AND INTERVIEWS

Survey data were received from 38 classroom teachers (see Table 5: Summary of Classroom Teacher Survey). In the main, the survey responses were all very positive, especially in the summary question of overall program effectiveness.

One important aspect of the program was the provision of staff development for the classroom teachers, who indicated that they used many of the strategies that had been demonstrated by the Chapter 1 teachers. A majority of the classroom teachers (29 of 38) also indicated that they had found using a holistic instructional approach with their students to be very effective. Teachers were positive in their comments about the Chapter 1 teacher's role as resource person.

Table 5: Summary of Classroom Teacher Survey
(N = 38)

PROGRAM IMPLEMENTATION	INSTRUCTIONAL METHODS	STAFF COLLABORATION	STAFF DEVELOPMENT	PARENT INVOLVEMENT	PROGRAM EFFECTIVENESS
•Number of students sent to Chapter 1 teachers: Math n = 77 Reading n = 1220 •Level of involvement in the following activities during Chapter 1 period as reported by teachers:* Assisting individual children Mean = 4.41 Classroom/Behavior management Mean = 4.30 Providing instruction Mean = 3.97 Paperwork Mean = 2.70 Other Mean = 0.78 •Extent of employing Chapter 1 method in teacher's own classroom Mean = 3.92 •The Chapter 1 methods most reported by teachers were: reinforcement of classroom activities/follow up/enrichment; listening to stories on tapes; whole language approaches.	•Use of instructional procedures for Reading/Writing:[b] Reading aloud n = 36 Answering questions n = 36 Discussion n = 36 Vocabulary development n = 36 Creative writing n = 35 Silent reading n = 33 Phonics n = 29 Experience charts n = 19 Writing strategy n = 27 Study skills n = 19 Flashcards n = 24 Mathematics: Math/number games n = 26 Word problems n = 28 Consumer math n = 20 Budgeting/wages n = 7 Computer scores or statistics n = 7 Other (team games/hands-on, comparing charts, cooperative groups) n = 30 •Use of holistic approach n = 29 •Degree of effectiveness of holistic approach with students Mean = 3.34 •Development of teacher-made materials for use with the holistic approach (games, skill cards, creating books) n = 38 •*Inside Citywide*: Use of publication in reading assignment n = 13 Number of teachers whose students submitted poems or articles n = 22	•Extent of collaboration between Chapter 1 teachers and classroom teachers, by area: Student emotional development Mean = 4.00 Classroom management Mean = 3.84 Misc. problems Mean = 3.78 Functional grouping Mean = 3.81 Teaching skills Mean = 3.86 Curriculum planning and lesson planning Mean = 3.71 Maintaining students records Mean = 3.00 •Teachers reported that they had opportunities to collaborate with teachers. n = 31 •Some teachers indicated that they needed additional time for scheduling collaboration and discussion of issues to improve collaboration. n = 7	Chapter 1 •Number of teachers who attended at least one session of monthly staff development sessions n = 16 (The teachers reported that staff development sessions were held at the respective school sites on a weekly basis with the Chapter 1 teacher) •Degree of usefulness of sessions Mean = 3.9	•Teachers' participation in parent involvement program 5 •Teacher non-participation in parent involvement program 2 •Degree of success of the program Mean = 3.21 •Teachers reported that teacher/parent cooperation was improved and the amount of parent/child interaction was increased as a result of the program.	•Degree of effectiveness of Chapter 1 program in providing remediation in reading and math Mean = 4.21 •Degree of retention of gains from the program Mean = 4.00 •Degree of applicability of skills gained from the program to other areas in life Mean = 4.10 •Number of students considered for less restrictive placement next year as a result of the program n = 8 Comments/Suggestions •Teachers reported that the program was effective because student attitudes toward reading improved. •Students' writing was improved as a result of the program. •Some suggested that the Chapter 1 teacher be provided with a room in the school and more computer training be made available to all teachers. •A few teachers suggested that the workshops and materials that are distributed be made available to the classroom teachers. •Teachers suggested that the program be expanded to include all students at a particular site.

* Teachers answered on a 5-point scale; i.e., from 1 - 5: (Never - Always); (Never - Often); (Not Effective - Very Effective); (Not Successful - Very Successful); or (Not Involved - Highly Involved).
[b] Number of teachers who answered this comment (respondents could choose more than one answer).

19

20

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One area which clearly needs improvement is parent outreach. Few classroom teachers were involved in the parent outreach activities.

CHAPTER 1 TEACHERS: SURVEYS AND INTERVIEWS

Survey data were received from 15 of the 22 Chapter 1 teachers. Of these, only two worked with SIE VIII students, while the others worked with SIE VII populations (see Table 6: Summary of Chapter 1 Teacher Survey). Fourteen of the 15 Chapter 1 teachers had been in the position for less than five years; of these nine had only been hired during the current school year, reflecting the increase in the number of sites from 15 to 22.

In general, the Chapter 1 teachers noted that:

- the staff development activities provided them with practical information related to program implementation, instructional methods, and staff collaboration;
- they used a variety of approaches for reading and mathematics instruction including newspapers, information resource books, poetry, and trade books with the students; and
- their collaboration with teaching staff included planning for the grouping of students by functional levels, classroom management, and alternative teaching strategies.

Classroom teachers felt the program was making a very positive impact on students in the areas of attitudes and classroom behaviors, applicability of skills to other aspects of their life, moving to less restrictive environments and improvement in academic skills.

Site Supervisor Interviews

The site supervisors had positive comments about the functioning of the Chapter 1 programs within their respective schools (see Appendix B: Site

Table 6: Summary of Chapter 1 Teacher Survey
(N = 15)

EQUIPMENT & MATERIALS	INSTRUCTIONAL METHODS	STAFF COLLABORATION	STAFF DEVELOPMENT	PARENT INVOLVEMENT	PROGRAM EFFECTIVENESS
•Availability of equipment:* Computers (8 sites have one; 7 have 2) n = 15 Printers n = 12 Mouse n = 11 Color monitor n = 7 Sound synthesizer n = 2 •Integration of computers into writing instructions: Typing n = 13 Prewriting n = 11 Editing n = 10 Revising drafts n = 8 Word games n = 6 Other games n = 3 •Degree of usefulness of equipment & materials:ᵇ Mean = 4.86 •Teachers commented on the variety of materials, including newspapers, tradebooks, resource books, poetry, periodicals, plays, audio-visuals, tape recorders, videos and filmstrips, video recording of students. •Teachers commented that the equipment is readily available and very useful. •Adequacy of facilities Mean = 4.00 •Sufficiency of materials Mean = 4.86	•Use of instructional strategy: Whole classroom model n = 10 Traveling lab model n = 3 •Degree of usefulness of holistic approach Mean = 4.26 •Use of instructional methods for reading: Whole language n = 16 Creative writing n = 15 Reading aloud n = 15 Silent reading n = 14 Writing strategy n = 14 Answering questions n = 14 Experience charts n = 13 Study skills n = 9 •Use of instructional methods for math: Computer scores or statistics n = 16 Word problems n = 12 Math/number games n = 3 Consumer math n = 2 Budgeting/wages n = 1 •*Inside Citywide*: Familiarity with the publication n = 15 Use of publication in reading assignment n = 9 Number of teachers whose students submitted poems or articles n = 11	•Topics of collaboration between Chapter 1 teacher and classroom teachers: teaching techniques, curriculum planning, lesson planning, classroom management, student emotional development, functional grouping, exchange of ideas, parent issues and miscellaneous problems. •Forms of collaboration: scheduled conferences, day-to-day planning, informal talks, weekly block sessions and meetings held during preparation periods or after school •Chapter 1 teachers reported that collaboration was usually with the classroom teachers, although one teacher reported that she met with the computer, language arts, and art teachers •Degree of rapport with school staff Mean = 4.43 •Topics of collaboration included behavior modification, behavior management, selection of materials •Collaboration with other staff at school n = 10 (Chapter 1 teachers reported that they collaborated with guidance counselor, Crisis Intervention Teacher (C.I.T.), School-based Management Team (S.B.M.), Librarian, Paraprofessionals, Unit Coordinator, other Chapter 1 Teachers on-site, other Classroom Teachers, Speech Teacher, Teacher Trainer, Principal/Assistant Principal) •Usefulness of support services Mean = 4.87	•Frequency od staff development sessions: Once a month n = 15 •Staff development training provided by: Outside consultants n = 8 Coordinator/program staff n = 7 Chapter 53 Trainer n = 2 •Usefulness of staff development sessions Mean = 4.73 •Topics identified as most useful included: whole language, techniques for writing instruction, reading games, computer literacy, science workshops, portfolio assessment, balance writing, Share Fair, Wright Group-integration of literature and writing, semantic mapping and writing process	•Level of classroom teachers' participation in parent involvement program n = 6 •Chapter 1 Teachers have primary responsibility for the organization and implementation of the PAPIR program within the respective school sites •All of the teachers reported the low level of parent participation in the scheduled programs despite the incentives provided for their participation; the reasons cited for the lack of involvement included that location of the school and the fact that the parents work during the day •Degree of success of parent involvement activities Mean = 3.92	•Degree of effectiveness of Chapter 1 program in providing remediation in reading and math Mean = 4.36 •Degree of retention of gains from the program Mean = 4.33 •Number of students considered for less restrictive placements next year as a result of the Chapter 1 program n = 8 •Overall success of the program Mean = 4.36 Comments/Suggestions •The Chapter 1 program has increased students' appreciation of literature and fostered an enjoyment of learning. •All of the staff involved have adopted higher standards for students' behavior and academic achievements. •Students' writing and research skills have improved. •Students' levels of self-esteem have been raised. •Teachers suggested the inclusion for all students at a site and increasing the involvement of site administrators.

* Number of teachers who answered this comment (respondents could choose more than one answer).
ᵇ Teachers answered on a 5-point scale; i.e., from 1 - 5: Not Useful - Very Useful; Never Collaborative - Collaborative Often; Not Successful - Very Successful; Not Involved - Highly Involved; No Effect - Very Positive Effect.

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Supervisors' Comments and Recommendations). Their responses to the interviews addressed the benefits of the program for student motivation and enhancement of their skills, and its provision of instructional enrichment opportunities. The site supervisors also indicated that the program benefited teacher staff development by providing them with new instructional approaches.

In interviews, site supervisors seemed fully aware of all aspects of the Chapter 1 program. A few supervisors indicated a desire to integrate a whole language approach throughout the classes in the respective sites, thus, the Chapter 1 program provided a support for those initiatives. Some felt there was not sufficient opportunity to schedule collaboration between school staff and Chapter 1 teachers or sufficient space in the school to accommodate the program. Site supervisors also recommended that more computers be provided at sites, and that the Chapter 1 Teacher be more accessible within the school (in response to the monthly staff development days).

Parent Outreach and PAPIR Parent Resource Center

The Chapter 1 program expanded its implementation of the PAPIR program this year with the establishment of a Parent Resource Center at the District 75 central office, staffed by one of the assistant program directors, as well as the regularly scheduled parent sessions held within the respective sites. The PAPIR component of the program includes outreach to parents through a variety of activities, with the goal of monthly parent workshops on providing support for students' reading and math skills at home. Chapter 1 also provided materials to parents on both a loan and permanent basis.

The Parent Resource Center was not evaluated during the 1991-1992 school year

because it was newly established. The Program Director indicated that extensive outreach is being conducted to increase parent participation and use of the Center.

Staff Development

The Program Director organized monthly staff development sessions for the Chapter I Teachers and Classroom Teachers from the respective school sites. OREA field consultants attended three sessions and collected surveys from the 66 teachers who attended. Overall, the response to the sessions were very positive. (Table 7 shows the teachers' responses to the staff development sessions.)

Table 7: Summary of Staff Development Survey Responses
(N = 66)

Balanced Writing Workshop (n = 17)	Share Fair Workshop (n = 16)	Integrating Reading and Science Workshop (n = 33)
Well-organized session *Mean 4.82	Well-organized session Mean 4.13	Extent to which training accomplished its purpose Mean 4.24
Sufficient opportunities to ask questions Mean 4.64	Sufficient opportunities to ask questions Mean 4.00	Applicability of the information presented Mean 4.36
Topic fully covered Mean 4.82	Topic fully covered Mean 4.56	Interest level related to the presentation Mean 4.15
Helpful materials provided Mean 4.82	Helpful materials provided Mean 4.25	Opportunities to ask questions and express ideas Mean 4.21
Useful content Mean 4.63	Useful content Mean 4.32	Extent to which current knowledge was increased Mean 4.21
Increased knowledge about topic Mean 4.63	Increased knowledge about topic Mean 4.32	
Overall impression of workshop Mean 4.76	Overall impression ofworkshop Mean 4.37	•Teachers commented that the most useful aspect was: direct hands-on approach.
Met participant's needs n = 16	Met participants' needs n = 14	
•Teachers commented that the most useful aspects were: journal writing, ability to use ideas immediately, use of resource materials, ways of using daily newspapers, motivational techniques to promote students' writing, and appropriateness of topics to the population served.	•Teachers commented that the most useful aspects were: ideas for improving students' learning, ideas for low functioning readers, extension materials related to reading literature, creation of student made books, sharing among colleagues related to problems encountered with students, and provides time to share ideas.	

* Teachers answered on a 5-point scale; i.e., from 1 - 5: Not Useful - Very Useful; Never Collaborative - Collaborative Often; Not Successful - Very Successful; Not Involved - Highly Involved; No Effect - Very Positive Effect.

III. CONCLUSIONS AND RECOMMENDATIONS

Overall, the Chapter 1 remedial reading and mathematics program for Citywide District 75 Programs was highly effective. Chapter 1 implemented its classroom activities as planned, provided staff development in the holistic teaching approach to classroom teachers, expanded the PAPIR program and showed its effectiveness in improving student skills and school attitudes, and provided Chapter 1 and school staff with material support for all program components. All of the personnel associated with the program indicated that they were satisfied with the program, and especially praised the use of the holistic approach and collaborative aspects of the program. With the expansion of the program to seven additional sites, staffed by newly appointed Chapter 1 teachers, the program fell slightly short of its targeted reading goal, that 75 percent of the students have increased achievement in reading, and did not achieve its mathematics goal. Despite the fact that the program was well directed and the program coordinator provided excellent staff devlopment for the Chapter I teachers which reflected current research and practices in reading instruction, the majority of the students did not meet the stated goals in reading or mathematics. Those findings suggest that the tests used to determine student outcomes may not be entirely suitable for the special education population served.

Other related findings were: school-based personnel did not feel that adequate time was provided them for Chapter 1 staff development. And, only a few classroom teachers were involved in the parent outreach activities, and several

suggested that their participation be facilitated.

Based on the above findings, OREA makes the following program recommendations:

- Increase efforts and review procedures in reading with level 1 students;
- Select alternative assessment measures more appropriate to the population served by the program;
- Provide staff development for site administrators and more computer training and computers for all personnel; and,
- Inform classroom teachers of Chapter 1 parent involvement activities, provide them more feedback about their students' progress and more opportunities to get involved in the program.

Appendix A

OREA Consultants' Comments from Observations of Reading Classes

TEACHING PRACTICES/CLASSROOM MANAGEMENT

- Teacher provided students with ongoing, positive feedback, repetition, and emphasis on "no winning," to create a non-competitive environment.
- Teacher balanced active and quiet instructional activities.
- Relaxed atmosphere: children worked alone, with individual attention provided as needed. Other students, having finished working in their books, had a choice of activities; e.g. helping one another with map skills, working with paraprofessional on flash cards.
- Teacher had good rapport with students, complimented them for good behavior. For an acting-out child who wanted to leave the room, teacher had the child sit for awhile at a desk set apart.
- Teacher used holistic approaches for reading.
- Good atmosphere: constantly changing tasks for children, with many choices, though one period did not seem to be enough time for some of the students.
- The use of a game-playing instructional model involving a tax-levy teacher and two paraprofessionals was effective in engaging and maintaining students' attention and participation. This format enabled students to grasp the lesson in a relaxed, fun atmosphere.
- A cooperative/partnership approach to learning was used. Students worked in small groups (2-3), and were encouraged to discuss assignments and consult partners before answering certain questions. The teacher said that the cooperative model facilitated an effective support system, helped to build self-confidence, encouraged greater participation, and cut down on students' tendency to be too self-centered and individualistic. The teacher said that this approach enabled students to feel less alone and more willing to take risks in responding to questions and in otherwise participating in class. Most students participated with enthusiasm.
- This was a successful teaching/learning experience in which the teacher and the curriculum content stimulated students to maintain top-level participation.
- The teacher conducted the class with enthusiasm and creativity, demonstrating a remarkable ability to get children excited about learning.

STUDENT BEHAVIOR/PARTICIPATION

- At the beginning of the SIE VIII class, it took all three teachers (tax-levy, paraprofessional, and Chapter 1) to get the class settled down. Students showed signs of being emotionally disturbed: emotional outbursts, flare-ups, fighting, and other inappropriate behavior which had a negative impact on the class progress. Notwithstanding, the Chapter 1 Teacher was able to get the students engaged in a newspaper lesson that she had planned for them. After a short time the students were eagerly participating.
- The reading material engaged the interest of some students for most of the period.
- In general, it appeared that the SIE VII students gave little or no indication that they had any emotional handicaps. They seemed to be absorbed in the lesson and to be learning from the experience.

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Appendix B

Site Supervisors' Comments and Recommendations (Compiled from Interviews and Surveys)

SITE SUPERVISORS' COMMENTS

Benefits to Students--Motivation

- The Chapter 1-funded program increases self-esteem.
- Special attention helps students to improve.
- The program encourages students to read and take risks, with the opportunities for success.
- Students are now showing an increasing ability to read and an increasing interest in reading, so that the book is no longer the enemy, but a source of enjoyment.
- The Chapter 1 program allows the child to have another place and other experiences away from the homeroom.
- During the second year of the program, students began to show increased responsibility; and, off-task and time-out behavior decreased.

Benefits to Students--Skills and Enrichment

- Chapter 1 reinforces skills by work in small groups, in additional math and reading periods.
- Chapter 1 enriches the school program in many ways: the children get additional reading experiences that they need; they are provided with more diverse and creative teaching approaches that are more responsive to their needs; and they are being provided with improved student-teacher interactions.
- Students are now reading well as a result of the Chapter 1 program and the expertise of the Chapter 1 teacher. Students have really blossomed this year with this teacher, more than we ever thought possible.

Benefits to Teachers and to Staff Development

- The current model for Chapter 1 is the most effective format yet developed: 1) it provides supervision for severely emotionally handicapped youngsters; 2) it assists children's progress; 3) its' outstanding staff development element provides real hands-on practice which enables teachers to do well; 4) it provides feed-back opportunities, unlike those in pull-out models; and it, (5) and provides opportunities for the teachers to coordinate teaching methods. Materials are made available to all teachers.
- Teachers are successful at applying effective strategies by individualizing the program to meet students' needs.

SITE SUPERVISORS' RECOMMENDATIONS

- Need to expand the program to include math to additional sites.
  Increase number of Chapter 1 teachers to three, to serve two sites
- Establish a Parent Resource Center in Brooklyn
- Involve classroom teachers in ordering materials and have materials based in the classrooms, not in the Chapter 1 Resource room.
- Very satisfied with program; hope to maintain it at its current level.

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